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ABSTRACT

This competency-based preservice home economics teacher education module on sociological, psychological, and economic factors affecting clothing selection is the second in a set of four modules on consumer education related to textiles and clothing. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education [MATCHE]--see CE 019 901-967.) Following the module objectives and overview, two units of instruction are presented: (1) the influence of society on individual dress (includes five lessons on social conditions, psychological conditions, economic conditions, standards of appearance, and clothing values) and (2) individual differences and values, self-image and life style in clothing selection (includes two lessons on self-image and life style). Each lesson generally includes the following elements: narrative summary, suggested activities, suggested resources (readings), and progress check (with answer key). A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERC as an instructional strategy to expand and strengthen the home economics instructional programs [CE 019 900].) (JH)

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CONSUMER APPROACH STRAND:

TEXTILES AND CLOTHING

MODULE I-D-2 SOCIOLOGICAL, PSYCHOLOGICAL, AND ECONOMIC FACTORS AFFECTING CLOTHING SELECTION

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1978

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MATCHE

Management Approach to Teaching Consumer and Homemaking Education

MATCHE is an individualized, competency-based preservice curriculum designed for home economics education students at the preprofessional, upper division level. MATCHE is a comprehensive curriculum based on selected objectives which give emphases in three areas: 1) consumer approach to homemaking education, 2) teaching home economics in economically depressed areas, and 3) establishing occupational programs related to home economics. The material for each subject matter area of home economics has been organized into these three strands, and includes an FHA-HERO emphasis. These subject matter areas are home economics education core, housing, foods and nutrition, textiles and clothing, human development, and management.

The MATCHE modules were written by subject matter specialists from various colleges and universities offering home economics and therefore each is unique in the approach used for the development of the objectives. The modules allow for differences in level of achievement, rate of learning, and learning goals. They may be used independently, combined into a sequential series, or as a random set of conceptual units. Any instructor using the material can easily adapt the material to a specific group of students, the locale, method of instruction, and available facilities. Learning may be facilitated by offering one module in conjunction with others.

As MATCHE is continuously up-dated by those using the curriculum, some concepts and objectives may be added and others deleted. The purpose is to continually strengthen the program for pre and inservice home economics teachers.

Guidelines for Use and Continuous Development of MATCHE are on file with Home Economics units in each of the fifty state departments of education plus all of the Home Economics Departments in California institutions offering home economics education. This booklet and proceedings from the four MATCHE workshops give background information concerning the purpose and development of the MATCHE project.

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MATCHE PROJECT

1974-1978

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SOCIOLOGICAL, PSYCHOLOGICAL, AND ECONOMIC FACTORS AFFECTING CLOTHING SELECTION

Module Objectives

The MATCHE student will be able to discuss the impact of a changing society on individual dress.

The MATCHE student will be able to describe relationships of clothing trends to social customs and group acceptance and to the values which influence a person's clothing selection.

The MATCHE student will be able to design and develop a unit of instruction which incorporates individual differences and values in the consumer approach to clothing selection.

The MATCHE student will be able to describe relationships betwen clothing selection and the projected self-images of persons representing various groups (i.e., age, sex, religion, ethnic background, and economic background) and the relationship between chosen life style and clothing choice.

Module Overview

Individual dress is an expression of the self-image and personality of the individual. Many sociological and psychological factors affect clothing selection. The purpose of this module is to explore these factors and the relationships of clothing trends to social custom, group acceptance, and personal preference.

This module will require you to design and develop an instructional unit which incorporates individual differences and values in the selection of clothing.

How we perceive ourselves, our self-image, can be different from how others see us. Self-image is a major determining factor in clothing selection. In this module you will learn the relationship between clothing selection and the projected self-images of persons from various groups such as age group, sex, religion, cultural, and economic and social background. You will also study the relationship between life style and clothing selection.

This module consists of the following units:

Unit 1: The Influence of Society on Individual Dress

Unit 2: Individual Differences and Values, Self-image, and Life Style in Clothing Selection

UNIT 1

THE INFLUENCE OF SOCIETY ON INDIVIDUAL DRESS

Objectives

Given descriptions of several different social conditions, the MATCHE student will be able to describe the effect which each has on individual dress, consumer dollars, clothing trends, and consumption patterns.

Given descriptions of two different social conditions, the MATCHE student will be able to describe the effect on individual dress which would occur as a result of changing from the first social conditions to the second.

Given descriptions of several different psychological conditions, the MATCHE student will be able to describe the effect which each has on individual dress, consumer dollars, clothing trends, and consumption patterns.

Given descriptions of two different psychological conditions, the MATCHE student will be able to describe the effect on individual dress which would occur as a result of changing from the first psychological conditions to the second.

Given descriptions of several different economic factors affecting the marketplace, the MATCHE student will be able to describe the effect which each has on individual dress, consumer dollars, clothing trends, and consumption patterns.

Given descriptions of two different economic conditions, the MATCHE student will be able to describe the effect on individual dress which would occur as a result of changing from the first economic conditions to the second.

The MATCHE student will be able to identify the conventional standards of appearance and describe the relationship between clothing trends and conventional standards.

The MATCHE student will be able to list and describe the "new" standards of appearance to which the youth adhere and indicate the relationship between clothing trends and the "new" standards of appearance.

The MATCHE student will be able to describe the conventional standards of group acceptance and analyze the relationship between clothing trends and conventional standards of group acceptance.

The MATCHE student will be able to describe the "new" standards of group acceptance to which the youth adhere and identify the relationship between clothing trends and the "new" standards.

The MATCHE student will be able to list and describe values which influence the clothing selection of various groups of persons based on information received through discussion with representative members of those groups.

The MATCHE student will be able to list and describe the values which influence his or her own clothing selections.

Overview

In this unit you will learn the effects which various sociological, psychological, and economic factcrs have on individual dress and how dress changes as conditions change. You will also explore the relationship between clothing trends and standards of appearance and group acceptance. Conventional trends and standards will be compared with "new" trends and standards. The effects of individual differences and values on clothing selection will be investigated.

Lesson 1: Social Conditions

The narrative summary, all of the resources, and the activities presented in this lesson will enable you to understand the social influences of dress.

Narrative Summary

An individual's social world changes as often as he or she walks from one room to another. One tends to immulate the situation and people around him or her. Conformity is perhaps one of the strongest social forces effecting clothing consumption. It is not always important that a style is becoming to the individual as long as that person does not deviate from the accepted fashion of the day. The need to belong can be easily satisfied by the correct clothing selection. This clothing conformity can protect against ridicule and feeling like an outsider. Few, if any, sumptuary laws are in force in our society today. Gone are the rules demanding conformity. It is ours to choose.

In addition to conformity there are innumerable other social factors which play varying roles in one's selection of attire. A chosen occupation may demand a certain type of clothing in the form of a uniform, career clothing, or less restrictive dress codes written by the employer. It is necessary for the male to restrict himself to masculine clothing while the female may dress femininely or masculinely, depending on her needs and moods. As women's roles are changing, so are their clothing habits. Clothing reflects status, although in our present society clothing selections may be most misleading.

The family is a strong and lasting influence on its members' patterns of dress. Derived from the family either in a positive or negative light may be modesty, religious, and political feelings which either enhance or inhibit our selective process.

Suggested Activities

1. Talk to a uniformed highway patrolman, nurse, waitress, etc., as to his or her feelings about uniforms vs. street clothes. How do people expect him or her to act? What forces are in play when he or she dons a uniform?

2. Read the article "What Will Happen to the Grey Flannel Suit?"

3. Go to a party or other social function or meeting dressed inappropriately. What were your feelings regarding your dress? Did you feel people were looking at you disapprovingly? Were you ignored by those who you feel would not ignore you otherwise? Did anyone speak to you about your dress? Relate your experience and discuss with the class and/or instructor.

Suggested Resources

Cooley, Charles H. Human Nature and the Social Order. New York: Charles Scribner's Sons, 1902.

Erwin, Mabel D., and Lila A. Kinchen. Clothing for Moderns. New York: Macmillan, 1974.

Horn, Marilyn J. The Second Skin. Boston: Houghton Mifflin, 1975.

Johnston, Moira. "What Will Happen to the Grey Flannel Suit?" Journal of Home Economics, 64 (November 1972), 5-12.

Kefgen, Mary, and Phyllis Touchie-Specht. Individuality in Clothing Selection and Personal Appearance. New York: Macmillan, 1976.

Latzke, Alpha, and Helen P. Hostetter. The Wide World of Clothing. New York: Ronald Press, 1968.

Lewis, Doris S., Mabel G. Bowers, and Marietta Kettunen. Clothes and Your Personality. New York: Macmillan, 1974.

When you feel you have learned the information presented in this lesson, take the following Progress Check.

Lesson 1 Progress Check
Social Conditions

1. Give five social factors which may affect one' clothing selection:

   a.

   b.

   c.

   d.

   e.

2. How are uniforms used and how can they affect the individual?

3. Why is clothing conformity necessary and desirable?

4. What does fear have to do with our clothing habits?

5. What effect does one's position in society have on his clothing patterns, habits, etc.?

Compare your answers with those on the next page.

Answer Key
Unit 1: Lesson 1 Progress Check

1. a. Culture
   b. Government
   c. Stage of technology
   d. Religious climate
   e. Degree of modesty
   f. Wealth of nation
   g. Sports
   h. Leisure time (amount and kind)
   i. Status of women
   j. Education

2. They are used to denote classlessness, show rank, give a feeling of solidarity, and impart fear. They give individuals a feeling of belonging, impart confidence they might otherwise not have, attract attention, show rebellion, separate.

3. Gives a sense of belonging, provides for the transmission of functional normative patterns, confidence, identity.

4. There is a fear of social disapproval if the correct clothing is not worn, a fear of ridicule from peers and a lack of self-confidence.

5. Social pressures may dictate the clothing worn in given situations. Clothing is a mobile vehicle by which one may move easily from one class to another. In some social circles, it is not possible to be a member without spending many thousands of dollars on your wardrobe each year. In the 1960s to be accepted into the hippie culture one had to dress the part.

Lesson 2: Psychological Conditions

The narrative summary, all of the resources, and the activities presented in this lesson will enable you to understand the psychological influences of dress.

Narrative Summary

To fully understand why we wear body coverings and adornments, it is helpful to consider why mankind found it necessary to adopt such coverings. There are indications that clothing existed twenty to thirty thousand years ago. Since we do not have writings which assure us of the reason why man started to dress, there are numerous theories offered for your consideration. These theories include: protection from the elements, magic or protection from the evil spirits, modesty, desire to attract the opposite sex, need for adornment and extension of self.

Clothing is a primary method by which individuals can express their psychological needs. These needs are not necessarily verbalized to be effective. All of us reflect our psychological outlook on clothing daily by what we wear.

In Man the Designer, Helen Marie Evans listed the motivations for dress. As you study this list, you will realize that each motivation may be conscious or unconscious. Each element is not always in play, but there is a close interrelationship one with another. Evans' list includes:

comfort and protection from the elements of heat, sun, and other cosmic elements
providing the modesty prescribed by a society
ritual and ceremony
decorations and embellishment
conspicuous consumption to display wealth and status
identification and recognition; royal crowns, clerical vestments, uniforms
differentiation of the young from the older (skirt lengths, see-throughs, hot pants, baggies)
extension of one's self: billowing gowns, resplendent crowns
transformation or change of personality; hats, wigs, hairstyle
satisfaction of the urge to create
revealing one's body structure for enhancement
self-expression: "The apparel oft proclaims the man..." (Shakespeare)
attraction of the opposite sex
uncovering: Salome's dance, Gypsy Rose Lee and the art of striptease

social protest
competition with one's own sex
fun and recreation
escape from boredom
securing attention
convention
satisfying a desire for change
bringing one's body into closer alignment with an idealized image of a particular culture--shaping as well as covering
displaying technological changes[1]

Suggested Activities

Working in small groups, respond to first four questions. Submit a summary to your instructor.

1. Add to Evans' list of dress motivations.

2. Explore the beginnings of the body decorations of two primitive tribes, including aspects of culture. How are the two similar?

3. List the clothing you are wearing today. Why did you make each selection? How does your attire make you feel? One week from today wear the same outfit. Again explain how you feel about your clothing and compare this with last week's evaluation. Discuss any similarities or differences in feelings.

4. What is your earliest recollection of personal clothing? Give your age at that time and describe the clothing and the situation in which it was worn.

5. After reading Chapter 5 ("Situational Awareness") in Clothing Concepts, by Mary Lou Rosencranz, develop a situation awareness questionnaire and administer it to at least twenty people. Discuss your findings with the instructor, small group and/or class.

6. While reading a novel, note how many times and in what ways dress is used to assist the plot or help describe the characters' roles. Write a short paragraph about your findings.

7. Relate a situation in which you were confident and pleased with your appearance and one in which you were not. What factors do you think made the difference in the two situations?

1/ Helen Marie Evans, Man the Designer (New York: Macmillan, 1973), pp. 303-307.

Suggested Resources

Flugel, John C. Psychology of Clothes. London: Hogarth Press, 1969.

Horn, Marilyn J. The Second Skin. Boston: Houghton Mifflin, 1975.

Kefgen, Mary, and Phyllis Touchie-Specht. Individuality in Clothing Selection and Personal Appearance. New York: Macmillan, 1976.

Lewis, Dora S., Mabel G. Bowers, and Marietta Kettunen. Clothes and Your Personality. New York: Macmillan, 1974.

Roach, Mary Ellen, and Joanne Eicher. The Visible Self. Englewood Cliffs, New Jersey: Prentice-Hall, 1973.

Roach, Mary Ellen, and Joanne Eicher. Dress, Adornment, and the Social Order. New York: John Wiley and Sons, 1965.

Rosencranz, Mary Lou. Clothing Concepts. New York: Macmillan, 1972.

Rudofsky, Bernard. The Unfashionable Human Body. New York: Anchor Press/Doubleday, 1974.

Ryan, Mary Shaw. Clothing: A Study in Human Behavior. New York: Holt, Rinehart and Winston, 1966.

When you feel you have learned the information presented in this lesson, take the following Progress Check.

Lesson 2 Progress Check
Psychological Conditions

1. Many theories or hypotheses have been offered to explain the origins of dress. Of all those mentioned, which one(s) do you consider as most significant or primary? Justify your answer.

2. Primitive clothing was adequate to meet man's physical needs. Why did he find it necessary to make changes?

3. What is extreme preoccupation with clothes likely to indicate?

Compare your answers with those on the next page

Answer Key
Unit 1: Lesson 2 Progress Check

1. Theories or Hypotheses:
   Modesty
   Narcissism
   Attract opposite sex
   Protection against the elements
   Magic or protection from the spirits
   Biblical

2. There was a need for creative expression, a means by which to denote rank.

3. It indicates that the person is unsure of himself and lacking in self-confidence. The more self-assured a person is, the less likely he or she is to depend upon clothing to make a good impression.

Lesson 3: Economic Conditions

The narrative summary, all of the resources, and the activities presented in this lesson will enable you to understand the economic influences of dress.

Narrative Summary

A number of factors play an important role in clothing economics. One factor can be no more important than another nor is their effect unrelated. In a broad sense, world economics plays an important role; but individual consumers make selections according to their own economic conditions.

The United States is the largest producer of textiles and clothing in the world. While it produces no silk and very little linen, it could be self supporting as far as clothing is concerned. This is not the case, however. Much importing and exporting of textiles and clothing goods is done by the United States. In some cases the reason is that fibers and products can be produced in other parts of the world more cheaply. There are also skills necessary for some articles which are either too time consuming or too expensive to produce here. There is a great appeal for items imported from other countries, and in some cases the appeal is their country of origin rather than their price. Important also is our national relationship with foreign countries, which is enhanced by our buying and selling of textiles and clothing.

As our natural resources become more scarce our way of living and objects with which we live will be greatly changed. The oil shortage of the mid-1970s caused a price hike in man-made fibers which are made of petroleum bases. As with other products, the textiles industry is working to develop new fibers dependent on as yet untapped resources.

As our population increases, there is the possibility of natural fibers' becoming a scarce resource. As these resources become scarce, it will be necessary for our technology to develop more efficient production methods as well as new methods by which to produce end products.

With the progress afforded by the industrial revolution came the need for organization and regulation. Organization for the clothing and textiles industries came from groups such as the International Ladies' Garment Workers' Union (ILGWU). Many acts of the state and national legislatures have been passed to assist and protect the industry and the consumer. While these things have helped the consumer, it is nevertheless the consumer who must pay the price increase caused by them.

Individuals' choices of how to spend their clothing dollar is greatly influenced by fashion. Whether it is the designer or the person on the street who is setting the fashion trends, the consumer bears the burden of staying abreast. The fashion industry could be at a virtual standstill if it were not for our desire to follow what is new on the market.

There is a certain amount of built-in obsolescence with any fiber oriented product. Without this, the retail business would surely die a slow death and with it the jobs of many millions of workers. The clothing industry represents 180,000 retail outlets, not to mention the great number of wholesalers and related industries. The national economy would suffer if this obsolescence were not present.

The direction of fashion economics is greatly influenced by the national atmosphere of any country. The return to nature in the late 1960s and early 1970s set the stage for a return to the simpler forms of clothing and fabrics.

Perhaps one of the most important factors affecting our individual clothing selections is our desire to want that which we either do not have or do not have in great enough quantity. It is possible for a society to want too much, but it is also important to a fluid and moving economy to possess an adequate amount of "wanting."

Suggested Activities

Working in small groups discuss and summarize your findings for the four questions listed. Present your findings to the class.

1. What are some of the important laws effecting clothing today? How have they helped the consumer? How have they been detrimental to the consumer?

2. Trace the history of the I.L.G.W.U. How has it helped the consumer and the garment worker?

3. According to Marilyn Horn what are the different types of economic systems? Contrast how each affects the family's clothing expenditures.

4. Go to a large department store, fabric shop, etc., and make a list of imported textile and clothing articles. Give the item and its country of origin.

5. Organize a panel to discuss protective legislature.

6. Using a questionnaire or interview technique, survey at least five persons about protective legislature.

Suggested Resources

American Apparel Manufacturers Association. Focus: Economic Profile of the Apparel Industry. Arlington, Virginia: The Association, 1972.

Anspach, Karlyne. The Why of Fashion. Ames: Iowa State University Press, 1967.

"A Theory of Purposeful Obsolescence," Southern Economic Journal, 14 (July 1947), 24-45.

Clothes Prads Inc., 380 Madison Avenue, New York, Monthly Magazine. (recent issues)

Garmon, E. Thomas, and Sidney Eckert. The Consumer World. New York: McGraw-Hill, 1974.

Horn, Marilyn J. The Second Skin. Boston: Houghton Mifflin, 1975.

Kefgen, Mary, and Phyllis Touchie-Specht. Individuality in Clothing Selection and Personal Appearance. New York: Macmillan, 1976.

Levin, Phyllis Lee. The Wheels of Fashion. Garden City, New York: Doubleday and Company, 1965.

Lewis, Dora S., Mabel G. Bowers, and Marietta Kettunen. Clothes and Your Personality. New York: Macmillan, 1974.

Roach, Mary Ellen, and Joanne Eicher. The Visible Self. Englewood Cliffs, New Jersey: Prentice-Hall, 1973.

Robinson, D. E. "The Economics of Fashion Demand," Quarterly Journal of Economics, 75 (August 1961), 376-398.

Women's Wear Daily. New York: Fairchild Publications. (recent issues)

When you feel you have learned the information presented in this lesson, take the following Progress Check.

Lesson 3 Progress Check
Economic Conditions

1. Why have clothing prices not risen as rapidly as garment workers' wages?

2. How does clothing represent the use of resources such as land and water?

3. What statutes do the following acts set forth?

   a. The Wool Products Labeling Act

   b. The Fur Products Labeling Act

   c. The Textiles Fiber Products Identification Act

4. Why has the percentage of disposable income spent on clothing declined?

5. What is disposable personal income?

6. Why is the trading of goods and services between and among the nations of the world desirable?

7. What factors affect clothing production and distribution?

8. During its beginnings, what factors account for the rapid growth of the clothing industry in the United States?

Compare your answers with those on the next page.

Answer Key
Unit 1: Lesson 3 Progress Check

1. More efficient methods have been developed, improved machinery, new development in advanced technology, management has become more efficient, mass production methods.

2. Natural fibers are derived either directly or indirectly from the land. Man-made fibers are either direct products or by-products of natural resources, most of them derived from petroleum products.

3. a. Wool Products Labeling Act:
   Any fabric containing more than 5 percent wool must be so labeled. The type of wool must be given: new or virgin wool, reprocessed wool, or used wool.

   b. Fur Products Labeling Act:
   Fur labels must tell what animal the pelt was taken from, the country of its origin, and whether the pelt was dyed, colored, or bleached.

   c. Textiles Fiber Products Identification Act:
   Covers all apparel textiles not included in the Wool Products Labeling Act. Every fiber in a given fabric if it amounts to 5 percent or more must be listed by its generic name and listed in descending order of the amount present. The name of the country of origin must be given for imported fibers.

4. The population growth has been largely at the two extremes of the age scale, in the groups under eighteen and over sixty-five, and the clothing needs of the very young and the very old are considerably fewer than those of the young adult or the wage earner. Clothing has become more casual, and clothes last longer today due to new fibers.

5. It is the amount left after the payment of personal taxes are deducted, and it refers to the money that consumers are free to dispose of as they wish.

6. Few countries of the world have all of the natural resources necessary to produce all of those demanded by the culture. For example, the United States does not produce silk. If it were not for world trade, we would not have the level of technology that we have today.

7. A few of the factors might include:
The retailing market, national and local economy, present trends in retailing, exports and imports, laws affecting the fashion industry, production and distribution methods.

8. In colonial times, all of the family's clothing was made in the home. Men's coats and suits were the first to be made by tailors due to their more difficult methods. During the 1800s, several events led to the need for mass production. Sailors were in need of ready-to-wear clothing due to their short port stays. In the 1840s, clothes were mass produced for Southern plantation workers. The California Gold Rush and the Civil War were two other events making home-made clothes obsolete.

   Organization of work methods, including the mass production system. There was a great influx of immigrants, affording a large labor force. The United States was the first country to standardize sizes.

Lesson 4: Standards of Appearance

In addition to the narrative summary, all of the resources and activities presented in this lesson will enable you to understand conventional and new standards of appearance and the relationship between clothing trends and these standards.

Narrative Summary

Our standards are derived from our values and are learned in ways in which we usually think, feel or react toward people, things, or ideas. As we grow older, our standards become less flexible and make us judge situations and things quickly from set patterns of past experience.

During many periods of history, sumptuary laws defined the standards of dress. With few exceptions, today these standards are entirely ours to set. During times of social or political upheaval, standards of all types change more rapidly. The United States was established with strong religious convictions which dictated most of the clothing standards. As the country progressed, this conservatism was gradually loosened. During the late 1800s, these standards were very casual by the puritan point of view. The depression from 1929-1933 brought back a more conservative standard to dress. This standard was not loosened again until after World War II.

Every psychological factor of clothing has an effect on our clothing standards. Our clothing standards tend to be only as flexible as the individual. This flexibility is needed when accepting others as they are and feeling comfortable with how others see us.

Suggested Activities

1. Look in your closet and evaluate what you see there. Are there clothes which seem to have standards of their own which conflict with other articles? Why have you not worn items that have not been disturbed for six months?

2. Interview your grandmother, mother, etc., and discuss what clothing they now wear or accept as tasteful clothing for others that they would not have considered as a teenager, as a young adult and ten years ago.

3. What is your own philosophy of clothing?

4. According to Marilyn Horn, what are the factors of change which affect our clothing standards?

Suggested Resources

Anspach, Karlyne. The Why of Fashion. Ames: Iowa State University Press, 1967.

Gibson, John E. "What Your Clothes Tell About You," Family Weekly, April 11, 1971, p. 21.

Kefgen, Mary, and Phyllis Touchie-Specht. Individuality in Clothing Selection and Personal Appearance. New York: Macmillan. 1976.

Lewis, Dora S., Mabel G. Bowers, and Marietta Kettunen. Clothes and Your Personality. New York: Macmillan, 1974.

Reich, Charles. The Greening of America. New York: Random House, 1970.

"Teacher Spurns a Tie, Sticks His Neck Out," Los Angeles Times, August 7, 1974, p. 1, 3.

> The evaluation of activities will be your progress check for this lesson. When you have checked with your instructor proceed to Lesson 5.

Lesson 5: Clothing Values

In addition to the narrative summary, all of the resources and activities presented in this lesson will enable you to understand values which influence clothing selection.

Narrative Summary

Values may be said to be those concepts which influence the order of importance of those things within one's realm of possibilities which determine his life style. Clothing is just one way we have of expressing our values.

Values are learned. This learning process starts at birth and is centered around the family until the child attends school. As the child's environment increases, so do the influences affecting his values. During adolescence, peer pressure is probably the most important factor in this value forming process. Whoever or whatever is most important to the individual at any time in life will surely have the most important influence on his or her value selection.

Our values may be in direct conflict with each other or with those individuals closest to us. The child who wants to be like everyone else will probably at some time have a direct conflict of values with his parents. The conflict may not have to be with another person, however.

Clothing values are a direct derivative of our total value pattern. Clothing is an excellent method by which we can project the values we hold important. In Individuality in Clothing Selection and Personal Appearance, Kefgen and Touchie-Specht said: "If one holds aesthetic values highest, then clothing will be selected for its attractiveness of line, beauty of fabric, or personal satisfaction of being well dressed. If economic values are highest, clothing purchased may reveal the utility, quality, and price as most important; or the clothing selection may make a statement about financial status (high or low)" (p.36).

Suggested Activities

1. Review the list of values on page 35 of Individuality in Clothing Selection and Personal Appearance. Develop your own personal list of clothing values using this list as a guide and add to it your own personal views.

2. Given a bathing suit, ask six women what they value most about the suit.

3. In your opinion, what are the important values affecting the clothing habits of your social circle?

4. Write a two-three page paper entitled: "Personal Clothing Values."

Suggested Resources

Allport, G. W., P. E. Vernon, and G. Lindzey. Study of Values. Boston: Houghton Mifflin, 1960.

Baldwin, DeWitt D. "The Generation Gap: A Question of Changing Values," Penney's Forum, Fall/Winter 1971, pp. 10-11.

Erwin, Mabel D., and Lila A. Kinchen. Clothing for Moderns. New York: Macmillan, 1974.

Latzke, Alpha, and Helen P. Hostetter. The Wide World of Clothing. New York: Ronald Press, 1968.

Morton, Grace Margaret. The Arts of Costume and Personal Appearance. New York: John Wiley and Sons, 1964.

Roach, Mary Ellen, and Joanne Eicher. Dress, Adornment, and the Social Order. New York: John Wiley and Sons, 1965.

Ryan, Mary Shaw. Clothing: A Study in Human Behavior. New York: Holt, Rinehart and Winston, 1966.

When you feel you have learned the information presented in this lesson, take the following Progress Check.

Lesson 5 Progress Check
Clothing Values

1. Briefly, how do values develop for the individual?

2. Implicit values may not consciously be recognized by the individual. How may these values be displayed?

3. How can value conflicts be resolved?

Compare your answers with those on the next page.

Answer Key
Unit 1: Lesson 5 Progress Check

1. The family sets the pattern for the first few years of life. As children begin to play with other children and start to school, they are influenced by the values of others. This becomes stronger as they get older and feel more peer pressure. It is during the teen years that children will probably have the most conflict with the family values. As young people go out into the world their values are influenced by their occupation, mass media, and subgroups with which they have connected.

2. Individuals may be observed to wear inconspicuous clothes or may refuse to participate in certain social activities because they lack appropriate attire. They may be emotionally insecure or embarrassed about their appearance, constantly worried or frustrated in their attempts to achieve the look they desire.

3. Through the choice of one of several acceptable alternatives.

Upon completion of this unit, check with your instructor and if no further activities are prescribed proceed to Unit 2.

UNIT 2

INDIVIDUAL DIFFERENCES AND VALUES, SELF-IMAGE, AND LIFE STYLE IN CLOTHING SELECTION

Objectives

The MATCHE student will be able to list and describe the various aspects of the consumer approach to clothing selection.

The MATCHE student will be able to describe the effects of individual values and differences on the consumer approach to clothing selection.

The MATCHE student will be able to describe the relationship of self-image to individual clothing selection.

Given individuals of different ages, sex, and cultural background, and descriptions of their projected self-images, the MATCHE student will be able to identify clothing selections each would make, dependent upon projected self-image, and describe the relationships between selection and image for each individual.

Given individuals from various economic backgrounds and descriptions of their projected self-images, the MATCHE student will be able to make recommendations for meeting those individuals' clothing needs and for satisfying the social and psychological needs.

The MATCHE student will be able to describe the clothing choices which one makes to satisfy particular aspects of a chosen life style within the available resources.

The MATCHE student will be able to state his or her own assessment of the life styles of individuals, based on their choice of clothing, and will compare his or her assessment with the life style descriptions provided by the individuals.

Overview

This unit will familiarize you with various aspects of the consumer approach to clothing selection and how individual differences and values relate to clothing selection. The relationship between self-image and clothing selection for persons of various groups (age, sex, religious, cultural, and economic background) will be studied. You will also study the relationship of chosen life style and clothing choice.

Lesson 1: Self-Image

In addition to the narrative summary, all of the resources and activities presented in this lesson will enable you to understand self-image and its influence on clothing selection.

Narrative Summary

Self-image is how one sees himself or herself. This self is reflected by outward appearance. Clothing sets the outer limits of the body and helps to define one's identity. Clothing can reflect a feeling of self worth or insecurity. It can let us see ourselves as we want to be rather than as we really are.

Lewis, Bowers, and Kettunen in Clothes and Your Personality state: "People with a favorable self-image generally reflect their feelings by their neat, well-groomed appearance. Teenagers with a negative feeling about themselves react in various ways. Some may pay little attention to their appearance. Others may adopt extreme styles to create a false image of themselves. Clothing too young for the wearer may indicate fear of growing up, while adopting attire suitable only for sophisticated adults may indicate impatience with the interests and values of one's age group" (p.4).

Suggested Activities

1. Talk to five friends and ask them to relate several situations where the clothing they were wearing lent them confidence they did not really feel.

2. After reading what Marilyn Horn says in The Second Skin, define the difference between cognitive self and affective self.

Suggested Resources

Anderson, Camille M. "The Self-Image: A Theory of the Dynamics of Behavior," 36:277-244, Mental Hygiene, 1952.

Erwin, Mabel D., and Lila A. Kinchen. Clothing for Moderns. New York: Macmillan, 1974.

Horn, Marilyn J. The Second Skin. Boston: Houghton Mifflin, 1975.

Humphrey, Carolyn, Mary Klaasen, and Anna M. Creekmore. "Clothing and Self Concept of Adolescents," 63:4, 250, Journal of Home Economics, April 1971.

Kefgen, Mary, and Phyllis Touchie-Specht. Individuality in Clothing Selection and Personal Appearance. New York: Macmillan, 1976.

Lewis, Dora S., Mabel G. Bowers, and Marietta Kettunen. Clothes and Your Personality. New York: Macmillan, 1974.

Roach, Mary Ellen, and Joanne Eicher. Dress, Adornment, and the Social Order. New York: John Wiley and Sons, 1965.

Rosencranz, Mary Lou. Clothing Concepts. New York: Macmillan, 1972.

Ryan, Mary Shaw. Clothing: A Study in Human Behavior. New York: Rinehart and Winston, 1966.

Your small group discussions and investigation of self will be your progress check for this lesson.

Lesson 2: Life Style

The narrative summary, all of the resources, and the activities presented in this lesson will enable you to understand different life styles and their impact on clothing choices.

Narrative Summary

Life style is the unique pattern of activities that one follows as a way of life. Outward signs of one's life style include clothing, homes, cars, occupations, religion, interests, goals, skills of individuals and family, to name a few. Clothing is the most portable of these signs and perhaps the easiest to be misunderstood. It is easy for individuals today to live beyond their means due to easy access to credit. Clothing is perhaps one of the easiest of all commodities which can be bought on credit. Clothes may also afford a disguise giving individuals an apparent life style they are not rightly associated with.

Our life style need not be permanent throughout life. Each stage of human development may bring changes. As married couples rear their children, the children's stage of development also influences the whole family's style of living. Likewise the family dictates to children the style in which they will live. As our experiences and environment change, so does life style.

Occupation is the single most important aspect for determining the life style. It determines how a certain amount of time will be spent, how much will be spent commuting and on the job, thus leaving a certain amount of time for family and leisure activities. The amount of income derived from the occupation will dictate greatly to the life style.

Our life style assists with the decision-making process. As values and standards are a part of our life style, they are important factors in determining the decisions we will make. As with other aspects of our life, the style in which we live directly affects the clothing we select.

Suggested Activities

1. Talk to two families who have definitely different life styles. Evaluate what makes their clothing choices different.

2. In a situation where you will have time to take notes, study four people and write down what you think their life style is. Now ask these persons to describe their life style and compare with your notes.

Suggested Resources

Galbraith, J. K. The Affluent Society. Boston: Houghton Mifflin, 1958.

Kefgen, Mary, and Phyllis Touchie-Specht. Individuality in Clothing Selection and Personal Appearance. New York: Macmillan, 1976.

Vanderhoff, Margil, Lavina Franck, and Lucille Campbell. Textiles for Homes and People. Lexington, Massachusetts: Ginn and Co., 1973.

Veblen, Thorstein. The Theory of the Leisure Class. New York: Macmillan, 1961.

When you feel you have learned the information presented in this lesson, take the following Progress Check.

Lesson 2 Progress Check
Life Style

1. What is an easy way to change your life style?

2. How is your life style determined?

3. What are outward signs of your life style?

Compare your answers with those on the next page.

Answer Key
Unit 2: Lesson 2 Progress Check

1. By changing residence or employment.

2. By the value system of each individual.

3. Clothes, homes, cars, jobs, religion.

After you have completed this unit you should be ready to take the Module Posttest and other requirements related to the Module objectives. See your instructor.

Suggested Resources

Alexander, W. R. "A Study of Body Types, Self-Image and Environmental Adjustment in Freshmen College Females." Ph.D dissertation, Indiana University, 1967.

Ansbacher, Heinz, and Rowena Ansbacher. The Individual Psychology of Alfred Adler. New York: Basic Books, 1956.

Asch, S. E. "Forming Impressions of Personality," Journal of Abnormal and Social Psychology 41, (1946), 258-290.

Beals, R., and H. Hoijer. An Introduction to Anthropology. New York: Macmillan, 1965.

Bell, Quentin. On Human Finery. London: Hogarth Press, 1947.

Coleman, J. S. The Adolescent Society. New York: Free Press of Glencoe, 1961.

Dearborn, George. "The Psychology of Clothing," Psychological Monographs, 26, No. 1 (1918), 1-72.

Dorfles, Gillo. Kitsch: The World of Bad Taste. New York: Universe Books, 1969.

Fisher, S., and S. Cleveland. Body Image and Personality. New York: Dover Publications, 1968.

Fourt, L., and N. Hollies. Clothing--Comfort and Function. New York: Marcel Dekker, 1970.

Harris, C., and M. Johnston. Figleafing Through History: The Dynamic of Dress. New York: Atheneum, 1971.

Langner, Lawrence. The Importance of Wearing Clothes. New York: Hastings House, 1959.

Laver, James. Taste and Fashion. London: George G. Harrap, 1945.

Periodicals

Fortune
Journal of Child Psychiatry
Journal of Home Economics
Journal of Personality and Social Psychology
Journal of Social Psychology

MODULE PRE/POSTTEST

Sociological, Psychological, and Economic Factors Affecting Clothing Selection

Student_____

Instructor_____

Date_____

Student: This pre/posttest will assess your knowledge of the information presented in this module. You need study only those units that are prescribed on the basis of the pretest results.

I. TRUE-FALSE: Place a T before those statements which are TRUE and a F before those which are FALSE.

1. _____ Those who feel the least secure in their social situation usually lack conformity to their group in their clothing habit.

2. _____ Clothing separates the human body from its surroundings.

3. _____ Clothing becomes a part of the body image.

4. _____ Throughout life your roles will stay the same and therefore your clothing requirements will always be what they are today.

5. _____ Clothes contribute to a stabilization of the self-concept.

6. _____ Clothes do not help establish the identity of the individual to himself and to others with whom he interacts.

7. _____ Your security and success in a given social role is related to your accuracy in estimating the clothing requirements of the group.

8. _____ An individual never has trouble distinguishing between role requirement and self.

9. _____ Value patterns are unchanging.

10. _____ Conformity in dress protects the individual.

11. _____ The production of clothing and textiles constitutes one of the five largest industries in the United States.

12. _____ The United States is self-sufficient with respect to raw materials for textile production.

Pre/posttest (continued)

13. _____ Clothing is the cause of modesty.

14. _____ Our chief value patterns are acquired from the family or unit responsible for our socialization.

15. _____ It is possible that an individual will have values which conflict.

16. _____ Sumptuary laws help to curb senseless extravagances.

17. _____ The percentage of disposable income spent on clothing has sharply increased in the past forty years.

18. _____ "Virgin wool" is a term that always ensures the consumer of good quality.

19. _____ During our life span, we may try several life styles.

20. _____ Explicit values are those which can be expressed verbally.

21. _____ Standards are established by past experiences.

22. _____ Culture comes first, then society.

II. COMPLETION:

1. How can clothing give you a feeling of belonging?

2. How do laws affect our clothing habits?

3. Why was the I.L.G.W.U. able to grow so rapidly at its inception?

Pre/posttest (continued)

4. How does clothing contribute to the development of the self-concept?

5. How is clothing a cue to an individual's personality?

6. The pattern by which we live is known as _____.

7. In your own personal or family background, what types of clothing can you identify as "traditional" or "conventional"? How would your family react if you chose to ignore these conventions?

8. What is the most portable sign of your life style?

9. What are the main cues used to identify men in particular occupations?

Pre/posttest (continued)

10. Define "culture" and show how it influences manners of dress.

11. What can clothes tell you about a culture?

12. What is ethnocentrism and how can it cause problems?

13. We are taught at an early age that men and women are to dress differently. Theoretically, why is this true?

Return this test to your instructor for evaluation.

ANSWER KEY
MODULE PRE/POSTTEST

Sociological, Psychological, and Economic
Factors Affecting Clothing Selection

Instructor: Do not reproduce this page in students' booklets. You must retain it for grading and prescriptive purposes. Answers will vary with individuals. A preferred response might be similar to the answer presented.

I. True-False:

1. F
2. T
3. T
4. F
5. T
6. F
7. T
8. F
9. F
10. T
11. T
12. F
13. F
14. T
15. T
16. T
17. F
18. F
19. T
20. T
21. T
22. F

II. Completion:

1. Gives a feeling of belonging by granting confidence and identity.

2. Laws restrict nudity in given places; they do not allow impersonation of law officers, etc., or of sex impersonation.

3. The extremely poor working conditions in the garment industry, the Uprising of the Twenty Thousand, mass meetings, the Great Revolt of 1910.

4. A positive feeling toward one's dress reinforces a positive self-image. Clothing helps to stabilize the central identity. It may be the avenue by which to gain approval from others thus increasing self-esteem, respect, confidence and security.

5. It conveys to others an impression of what one is, does, and believes.

6. Life style.

7. Answers may include specific articles of clothing at special occasions and articles of clothing related to their culture.

8. Clothing.

Pre/posttest Answer Key (continued)

9. Clothing symbols.

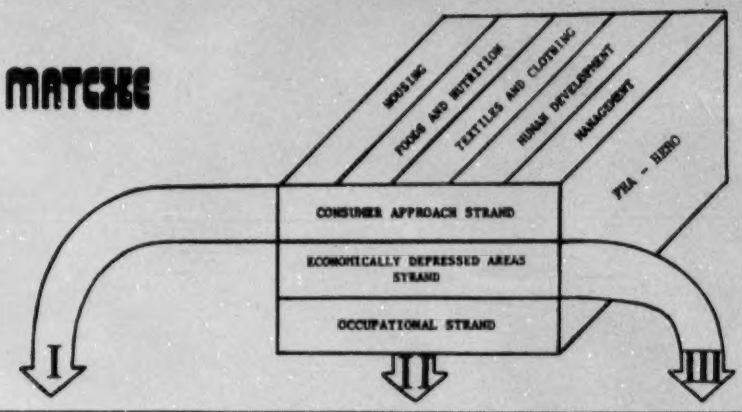
10. Culture is all the learned behavior shared by the members of a society. Includes knowledge, belief, art, morals, laws, customs, etc.

11. a. country of origin
    1. its geography and climate
    2. its government
    3. the general standard of living
    4. its economy
    b. what is important to the person
    c. customs and traditions
    d. status in life
    e. events of life and history of people
    f. technological advancement

12. Ethnocentrism is the literal act of regarding one's culture as the center of the universe and hence as the basis for all comparison with other cultures. Problems arise because the ethnocentric person cannot understand or appreciate things in other cultures which are different from his.

13. To distinguish between the sexes, to display men's superiority over women, to accommodate the women's body during pregnancy, to accommodate women during the menstral cycle (as the Bible decrees).

MATCHE



	I	II	III
A.	CORE: CONSUMER APPROACH TO HOMEMAKING EDUCATION 1 Life Styles and the Consumer 2 Community Consumer Resources 3 Consumer Rights and Responsibilities 4 Incorporating the Consumer Approach in Homemaking Classes	CORE: ESTABLISHING OCCUPATIONAL PROGRAMS 1 Analyzing Job Market Opportunities 2 Developing Occupational Programs 3 Implementing Occupational Programs 4 Evaluating Occupational Programs	CORE: TEACHING HOME ECONOMICS IN ECONOMICALLY DEPRESSED AREAS 1 Characteristics of Economically Depressed Areas 2 Life Style Characteristics of Economically Depressed Areas 3 Community Resources for Economically Depressed Areas 4 Developing and Implementing Programs for Economically Depressed Areas
	AREA (Module) PACKAGES	AREA (Module) PACKAGES	AREA (Module) PACKAGES
B.	HOUSING 1 Consumer Use of the Community 2 Procedures for Selecting a Community 3 Procedures for Selecting Housing 4 Shopping for a Home Loan 5 Procedures for Selecting Furnishings 6 Maintenance Procedures for Surfaces, Furniture, and Appliances	HOUSING 1 Occupational Opportunities Related to Housing and Interiors 2 Required Skills for Retail Sales of Furnishings and Related Household Items	HOUSING 1 Low Income Housing 2 Government Housing Programs 3 Low Income Furnishings
C.	FOODS AND NUTRITION 1 Technological, Sociological, Ecological, and Environmental Factors Related to Food 2 Regulatory Agencies Responsible for Wholesomeness and Quality of Foods 3 Consumer Aspects in Planning Meals 4 Cultural Food Patterns 5 Influences on Food Prices	FOODS AND NUTRITION 1 Occupational Opportunities Related Foods and Nutrition 2 Operations and Activities of a Food Service Operation 3 Managing a Food Service Operation	FOODS AND NUTRITION 1 Food Availability in Economically Depressed Areas 2 Low Income Food Patterns 3 Meal Management on a Low Income
D.	TEXTILES AND CLOTHING 1 Consumer Approach to Textiles and Clothing 2 Sociological, Psychological, and Economic Factors Affecting Clothing Selection 3 Clothing Needs of Individuals 4 Applications and Implications of New Technology in Textiles and Clothing	TEXTILES AND CLOTHING 1 Occupational Opportunities Related Textiles and Clothing 2 Assembly Line Garment Construction 3 Merchandising Textiles and Ready-To-Wear	TEXTILES AND CLOTHING 1 Clothing the Individual and Family 2 Utilising Resources for Clothing and Textiles
E.	HUMAN DEVELOPMENT 1 Societal Changes Affecting the Family 2 The Relationship Between Spending Patterns and Interpersonal Relationships 3 Financial Pressures in Various Life Styles and Cycles 4 Individuals and Families in Crisis 5 Consumper Aspects of Parenthood	HUMAN DEVELOPMENT 1 Occupational Opportunities Related to Human Development 2 Children's Center Aide 3 Developing Programs for Preschool Children 4 Convalescent Home Aide	HUMAN DEVELOPMENT 1 Characteristics of Economically Depressed Area Families 2 The Child and the Economically Depressed Area Family 3 Resources for the Economically Depressed Area Family
F.	MANAGEMENT 1 Relationship Between National and Consumer Economics 2 Consumer Legislative Issues 3 Environmental Issues and the Consumer 4 Financial Management 5 Family and Individual Credit Management 6 Management View of the Multiple Role 7 The Metric System	MANAGEMENT 1 Occupational Opportunities Related to Home Management and Supporting Services 2 Occupational Preparation for Jobs Utilising Housekeeping Skills	MANAGEMENT 1 Management Skills 2 Money Management 3 Marketing Practices in Relation to Low Income Clientele